

## REIAC Meeting Minutes

Date: 6/30/2020

Time: 6:00pm - 8:00 pm

Location: Zoom

Chair: Kristen Masson-Diedhiou

Minute Taker: Tricia Bowen

In attendance:

Sophia Skiles, Diana Armstead, Allison Lauchaire, Melissa Yang Rock, Jennifer Berry, Tricia Bowen, Lily Andino-Skinner, Jesse Avila Nativi

- I. Establish minute-taker and Chair for next meeting
  - a. Chair - Jennifer Berry
  - b. Minute Taker - Allison Lauchaire
  - c. Note, Sophia will share Chair/Minute Taker responsibilities at July meeting
- II. Confirm date and time of next 2 meetings
  - a. Tuesday, 7/28/2020 - 6:00 - 8:00 pm
  - b. Tuesday, 8/25/2020 - 6:00 - 8:00 pm
    - i. Subject to change at the beginning of the school year
- III. Updates from BOE Liaisons Sophia Skiles and Diana Armstead
  - a. Sophia will share the anti-racist policy created by Michael O'Donnell for the District.
  - b. HS Principal ties their racial equity work to "No Place for Hate" and provided the BOE an update of their work in response to current racial violence. Will be shared to REIAC.
  - c. New PPS Director - Dr. Janety Encarnacion coming from BOCES. Allison has worked with her and has very positive feedback.
- IV. **New Business:**
  - a. Review REIAC video - <https://vimeo.com/433738854/96b099c8a3>
    - i. Melissa to add Full name and role on REIAC to identify members
    - ii. Roles: Elementary School Teacher or Parent
    - iii. Add spanish subtitles - need volunteer
    - iv. How to communicate the call for new members?
      1. Update on District website application page to 2020 information: <https://www.newpaltz.k12.ny.us/Page/11302>
      2. Send district wide email notification and mail families that don't have a digital preference
      3. Sophia will send the committee the old verbiage used to advertise for new applicants
      4. Sophia will reach out to Keith to find out where Melissa's video should be uploaded.
  - b. Review the 2 new Instructional Staff REIAC applications
    - i. REIAC members voted unanimously to accept both applicants.
    - ii. Sophia will contact Sandy to request notifying the 2 new members of their acceptance.

- iii. Membership Audit:
  - 1. Up to one (1) BOE member and one (1) alternate BOE member - Filled
  - 2. Up to six (6) community members - 2 open positions
  - 3. Up to six (6) current middle school or high school students - 3 open position
  - 4. Up to four (4) current instructional staff - 1 open position
  - 5. Up to two (2) non-instructional staff members - 2 open positions
  - 6. Up to three (3) administrators - 3 open positions
  - 7. Superintendent as ex-officio member
- iv. Sophia to share these open positions with Sandy as part of the call for new members.
- c. Term information:
  - i. Kristen Masson-Diedhiou - expired 2020, renewing to 2022
  - ii. *Cathy Sanchez - expired 2020, not renewing*
  - iii. *Tricia Bowen - expired 2020, not renewing*
  - iv. *Pilar Duvivier - expired 2020, not renewing, graduated*
  - v. *Carlos Rodriguez Murcia - expired 2020, not renewing, graduated*
  - vi. Paris White - expires 2020, renewing to 2021 (graduating year)
  - vii. Melissa Rock - expires 2021
  - viii. Jennifer Berry - expires 2021
  - ix. Jesse Avila Nativi - expires 2020, renewing to 2021 (graduating year)
  - x. *Levi Wyns - expired 2020, not renewing, graduated*
  - xi. Reeti Patel - expires 2021
  - xii. Allison Lauchaire - expires 2021
  - xiii. Lily Andino-Skinner - expires 2021
  - xiv. *Fredericka Butler - resigned*
  - xv. Sophia Skiles-Board of Education - remaining
  - xvi. Diana Armstead-Board of Education Alternate - remaining
- d. Highland interest in REIAC creation and function
  - i. Invite Highland to our July meeting - carve out time on the agenda for open discussion. Maybe 7:30 - 8.

V. **Old Business:**

- a. Review racist incident [protocol](#) shared Dr. Josefsberg
  - i. Skipped reviewing due to change in leadership
  - ii. The committee will share the protocol with Ms. Urbina-Medina for her to review and then reshare with us to review.
- b. Racial Equity Professional Development/Curriculum development [RESOURCES](#)
  - i. Kristen will add one more items to the list
  - ii. We will pause on sharing out these resources to the BOE. Instead, Sophia will share any PD/CD resources being adopted for use by the school district.
- c. Reach out to the PTA to partner with them on how to reach parents.
- d. Crowdsource “ground rules” for meetings/interacting with parent/child experiencing biased incidents

- i. Tabling due to new district leadership
  - e. Review Committee [Ground Rules](#)
    - i. 1st draft completed
    - ii. Needs a 2nd or 3rd draft review
      - 1. Rules still need to address method for avoiding cross-talk
  - f. **Vision to focus our work and shape our communication: - Table for next meeting**
    - i. Where does REIAC fit in?
    - ii. How can REIAC best serve the students, parents and community in collaboration with the BOE/admin?
  - g. Yearly wrap up:
    - i. Our accomplishments
    - ii. Outstanding items
    - iii. Decide what to focus on for the future. - **Tabled for next meeting**
- VI. Extend an invitation to the new Sup for a meet and greet prior to our July meeting.
- VII. Meeting adjourned at 8:00 pm

ID	IMMEDIATE PRIORITIES	ACCOMPLISHMENTS	OUTSTANDING ITEMS
<b>IM #1</b>	Propose strategies for recruiting, hiring, and increasing longevity of staff members of color in the District.	1. Revision of the Recruitment and Hiring Policy 6211 located in the District Policy Manual 2. Adoption of the use of an Interview Committee that consist of a diverse group of Staff, Students, and Parents for high level Administrative positions of Principal, and Assistant Principal. Shared decision making is important and of value to the New Paltz School community. 3. Advertising beyond OLAS to reach a diverse pool of applicants for open positions. 4. Hiring of a recruitment firm, with hiring for equity practice, to handle the hiring of high level Administrators. 5. Provided racial equity interview questions and scenarios to the District.	1. Retain Staff of Color through community building 2. Add a BOE member as an observer to the Hiring Committee to make sure that parents and students input is adequately against institutional power. 3. Workshop Topic: This is what we value/This is what's important to us. This is being done in the Arlington School district with positive feedback from the teachers.
<b>IM #2</b>	Analyze data and feedback acquired from the wider community from community workshops, Board of Education ("BOE")		1. How will Community Forum feedback be communicated back to attendees? 2. We would like more information on how the School Community Building Group works and how our work will be integrated. From what we've heard from parents and students,

	meetings, and Superintendent's Dialogues and recommend actions to the BOE that address the stated concerns. Recommendations that can be enacted in the short-term should take priority.		it sounds very interesting and we would like to be included in the process.
<b>IM #3</b>	Review the Code of Conduct as it relates to issues of racial equity.	1. Anonymous Reporting: "Quick Tips" was adopted for use.	<ol style="list-style-type: none"> <li>1. Request for anonymized bullying log to see trends/patterns</li> <li>2. "Kids Talking to Kids" about incidents. Can money be allocated to train students to address bias issues?</li> <li>3. Student committee members feel that students don't read the code. Awareness and review of the code is an issue. Suggestion was made to read the code out loud to all students to assure understanding."</li> <li>4. Code of Conduct does not contain a glossary of terms described in the District's Action Plan for Addressing Racial Equity. Use Arlington School District's glossary as an example.</li> <li>5. Can the district share with REIAC the makeup of the rapid response team? What is the RRT? Who is on the team? What kind of events are they trained to respond to? Can you share the response protocol?</li> <li>6. Can we have a micro-aggression seminar for all the kids?</li> </ol>
<b>IM #4</b>	Review the District's current draft of the "Action Plan for Addressing Racial Equity and Creating a Culturally Proficient District".	1. Hiring for Racial Equity was added to the District's Action Plan for Racial Equity, as specified in the Culturally Proficiency book used by the District.	<ol style="list-style-type: none"> <li>1. Document Milestone</li> <li>2. Define measures for success</li> <li>3. Add a glossary of terms to the Racial Equity section of the website to provide consistent definitions to the entire school district.</li> <li>4. Action Plan notes all students to be included in surveys; the currently proposed Climate Survey covers only MS and HS.</li> <li>5. Action Plan includes a survey for staff, but the survey is not given.</li> </ol>

<p><b>IM #5</b></p>	<p>Make recommendations regarding the District's Equity Report Card.</p>	<p>1. Provide recommendation of racial equity questions for inclusion in the yearly Climate Survey.</p>	<p>1. Report should include data for 4 previous years, to effectively identify trends. The Ithaca report, that is referenced as a model, shows data over 4 years.</p> <p>2. Report should include Non-academic activities (band, clubs, and athletics)</p> <p>3. Report should include data on class grade and regents exam. The report has both data points for Math and English. It is missing class grades for Earth Science, Global, and Living Environment.</p> <p>4. Report should include race/ethnicity data on all district staff over 4 years to identify trends. Data is already reported to the NY State Ed here:  <a href="http://www.p12.nysed.gov/irs/pmf/">http://www.p12.nysed.gov/irs/pmf/</a></p>
<p><b>IM #6</b></p>	<p>Examine curriculum and highlight potential areas of bias.</p>		<p>1. Committee members shared that there is a faculty committee currently reviewing curriculum for biases. Can the BOE request a presentation from the "Summer 2018 Bias Awareness Curriculum Project"?</p> <p>Generation Ready - Racial Equity Curriculum Presentation</p> <p>2. Committee Students suggested that, instead of having stories about their culture/heritage chosen and told to them by a teacher who is not a member of their culture/heritage, why not have students choose and share stories of their culture/heritage from their perspectives. The goal is to create richer, more authentic conversations and learning opportunities.</p> <p>3. Bring in local community experts to assist with strengthening the curriculum.</p> <p>4. Possible direction for next Racial Equity Forum: bring local educators from within the community to brainstorm ideas/share resources for the racial equity curriculum. Can we share the curriculum maps with community experts?</p> <p>5. Can teachers use the CRE Scorecard from the Steinhardt Center to evaluate their current curriculum? If not, does Generation Ready have something similar? [see attached]</p> <p>6. Can we leverage our building level expert teachers that are already doing this work? Support them and compensate them so that</p>

			<p>the less knowledgeable teachers can lean on them?</p> <p>7. Committee Students suggested that, instead of having stories about their culture/heritage chosen and told to them by a teacher who is not a member of their culture/heritage, why not have students choose and share stories of their culture/heritage from their perspectives. The goal is to create richer, more authentic conversations and learning opportunities.</p> <p>8. The current Global Studies curriculum only has 3 days to cover South American history and no mention of pre-european American History. How is this being remedied?</p> <p>9. Creating a “Student Equity Team” to create a workshop for teachers taught by students.</p> <p>10. SUNY New Paltz partners with other school districts to provide content for BLM week, can our district also partner with the college?</p>
<b>IM #7</b>	<p>Make recommendations focused on effective, multi-directional communication between the New Paltz Central School District (“the District”) and the Community.</p>	<p>1. Parent volunteers should be requested via a school wide communication method, because not all parents are able to participate in the PTA, NPAA, or REIAC.</p>	